

# California English Language Development Test Proficiency Standards

Grades 6-8  
Proficiency  
Levels

Listening and Speaking  
Standards

Reading  
Standards

Writing  
Standards

## Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context. They are able to give the opposites of semantically complex vocabulary words. They can tell a story using coherent, fluent sentences, detailed sequence, vivid vocabulary, and complex construction.

Students who perform at this level typically are able to recognize synonyms and antonyms. They can use decoding and word-attack skills to identify complex structures, such as affixes, root words, word parts, and grammatical features. They can synthesize, make predictions, and demonstrate understanding of idiomatic expressions.

Students who perform at this level typically are able to use standard writing conventions such as the correct use of conjunctions. They can write complete sentences appropriate to a picture prompt. When they attempt to write an essay, they can produce a clear sequence of events and use appropriate transitions. The essay may contain minor errors and one or more non-English words.

## Early Advanced

Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.

Students who perform at this level typically hear and repeat most beginning, medial, and ending sounds in context. They give the opposites of less common vocabulary words and compare and contrast speech sounds in two-syllable word pairs. They use complex verb forms in response to a picture prompt. They follow multi-step instructions. They tell a story in a coherent sequence using longer sentences.

Students who perform at this level typically are able to identify the correct meaning of a word in a given context. They are able to recognize character traits and features of a variety of texts. They are able to make inferences and draw conclusions from more challenging reading passages.

Students who perform at this level typically are able to use standard writing conventions such as verb tenses. They also use idioms appropriately. They write complete sentences appropriate to a picture prompt, although the sentences may have minor errors. They can produce a written essay that contains details and a coherent sequence of events or ideas.

## Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level typically hear and repeat most beginning, medial, and ending sounds in context. They can compare and contrast speech sounds in simple words and use the appropriate verb forms in response to picture prompts. They are able to follow one- or two-step instructions. They can tell a story in a coherent sequence using details and basic sentence construction.

Students who perform at this level typically are able to demonstrate some knowledge of simple synonyms/antonyms, as well as recognize simple root words. They can determine the sequence of events and extract the main idea of a simple text. They can recognize the parts of a book.

Students who perform at this level typically are able to use standard writing conventions such as articles, pronouns, and idiomatic qualifiers. They can write a sentence in response to a picture prompt, but the sentence may contain several errors. They can write an essay about a topic, but the essay may consist of a disorganized list of events, containing some details and repetitive transitional words.

## Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context, and compare sounds in simple words. They use common vocabulary when shown a picture prompt. They can follow one-step instructions. They tell a story using at least one sentence that contains a subject and predicate.

Students who perform at this level typically begin to use decoding skills such as identifying sound/symbol correspondences at the beginning of words. They begin to use words in context appropriately. They can read simple stories and answer literal comprehension questions.

Students who perform at this level typically are able to begin to use standard writing conventions such as correct capitalization and punctuation in abbreviations. When they attempt to write about a topic, the response is minimal, containing some isolated English words.

## Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level may demonstrate no receptive/productive skills, or they may hear and repeat some speech sounds in context. They may be able to identify some common vocabulary when shown a picture prompt. They begin to follow a few simple commands. They tell a story using isolated words or no English words.

Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to identify sound/symbol correspondences at the beginning of simple words. They may match commonly used nouns to pictures. They may begin to read simple stories and recall minimal details.

Students who perform at this level may demonstrate no receptive/productive skills, or they may use correct capitalization and punctuation in abbreviations. They may attempt to write about a topic, but the response is minimal.